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ABSTRACT

This notebook is designed to help the volunteer or professional responsible for "getting the word out" about an agency, organization, chapter, or project to do the necessary public relations work more successfully, professionally, and effectively. Advice on developing public awareness and identifying the organization's goals and priorities, evaluating resources, and establishing a plan is offered along with principles of communication. Other topics include the use of newspapers, radio, television, newsletters, brochures, exhibits, and public speakers' bureaus. The principles of changing public attitudes are also discussed. A bibliographic reference list is included. (JAC)

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Getting the Word Out

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Getting the Word Out

So you want to "get the word out" about your agency, organization, chapter or project.

Just as there are many different ways to do that, so there are many steps involved in planning and putting into action a successful campaign. This notebook is aimed at helping the volunteer or professional responsible for "getting the word out" to do his or her job more successfully, professionally, and effectively. Of course, some of the content will seem too basic for some readers. And likewise, some will be over the head of others. Which is as it should be.

Naturally, everyone wants to pitch right in and "do something right now, even if it's wrong." But if you will just have the patience to read through the first four sections that deal with planning and other mental concepts, the last six sections offer the how-to approach. But without planning and setting your goals thru the first section, you can never hope to reach them thru the second section.

Mary Dee Tans
Editor

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Contents

Your plan
- Evaluating your resources..... 2
- The plan..... 5
- Ways of reaching people..... 7
- Guidelines for selecting a delivery channel..... 9
- Evaluating a public awareness activity..... 12
- Sample work plan and timetable..... 15

Communicating
- Principles of communication..... 18

Reaching out
- How to reach hard-to-reach groups..... 21
- Reaching urban poor communities..... 22
- Reaching people in rural areas..... 26

Changing attitudes
- How to change attitudes/normalization..... 31

Newspapers
- 6 ways newspapers can help..... 36
- How to write a news release..... 38

Radio and TV
- Use of radio and TV..... 40
- Sample PSA's..... 42
- Placing public service TV spots..... 44

Newsletters
- About newsletters..... 45
- If you must..... 46
- Mailing..... 48
- Evaluation..... 49

Brochures
- Before you write a brochure..... 50
- Design and distribution..... 51

Other ways
- How to do a slide-tape show..... 52
- Billboards, bus cards, posters..... 55
- Exhibits..... 56
- How to organize a speakers' bureau..... 57
- Tips for public speakers..... 59
- Et cetera..... 63

Reading list
- The disabilities..... 64
- Bibliographic reference list..... 69

Your Plan

DEVELOPING YOUR PUBLIC AWARENESS PLAN

Public awareness activities can help by informing, educating and influencing the behavior and attitudes of large numbers of people.

Well planned public awareness efforts tend to be most successful. It's easy to fall into the "hey, let's do a ..." trap. The "band-aid" approach to public awareness, characterized by sporadic unplanned efforts, is simply not effective.

Planning helps you anticipate and avoid problems. Poorly executed public awareness activities can actually damage your group's image and lower moral. However, you needn't abandon your public awareness program ... just plan.

Your organization's goals and priorities must be identified before your public awareness plan can be developed. A group's public awareness program should be discussed in relation to its other activities and a priority assigned to it. Manpower and funding allotments should correspond to its priority and be clearly spelled out.

Every public awareness activity should contribute to your group's total plan for getting the word out. Therefore, a public awareness plan, reflecting the goals of the organization, should be developed before individual activities and increases consistency between the over-all goals and priorities of the organization and its public awareness activities.

EVALUATING YOUR RESOURCES

Before deciding what to do in your public awareness plan, you'll need to assess your resources.

Availability of People and Funds

In evaluating your people power resources consider:

> First, how many people are willing to work on public awareness activities? Are they paid staff or volunteers?
>
> Second, how much time is each willing to devote? Could you count on more time if you could get them really excited about it? Will kids being home from school completely destroy your campaign? Take various people's time constraints and the time of year into consideration in planning your activities.
>
> Third, what kinds of skills do your staff and volunteers possess? Are some good at typing? Can others write or speak well? Are the people responsible enough so that once a procedure is set up (like sending meeting notices to the newspaper) the activity will continue with a minimum of prodding?

Cost is an important factor in planning public awareness activities. However, a small budget can go a long way if people power and technical resources are available. Often a small budget can be expanded with outside funds. But before you get into fund-raising, check that you are not interfering with United Way agreements.

The Moose, Elks, Eagles and Jaycees are community groups which may help with fund-raising projects. Rotarians and Businessmen's Associations are usually the business leaders of the community and may have funds to donate. Other groups are Knights of Columbus, Kiwanis, Masons, Eastern Star, etc.

Consider local banks, insurance companies, credit unions, savings and loan associations and your town's largest employer as possible sources of revenue.

Your County Board, local government and United Way or Community Chest may also be funding sources. Be sure to check into application procedures and deadlines well in advance.

One method experienced fund-raisers report works well is called a project sale. Sell a specific component of your campaign to a specific group in exchange for free advertising. One organization got McDonalds to pay for printing its newsletter for a year in exchange for a credit line. McDonalds also had free coupons printed in it. When McDonalds' year of newsletter support was up, Sears took over. Or, if your campaign calls for posters, have a specific group pay for printing the posters in exchange for a credit line. If you want to buy a film, for about $20 the film can have the words: "This film brought to you by Don's Body Shop" inserted. Caution: do not sell the same project more than once. When over-zealous "sold" the Boy Scout Camp flag pole, the 23 different groups who paid for it were not too happy.

Community Support

The importance of developing relationships with prominent citizens and community groups cannot be over-stated. You will have ready access to mass media channels if a well known figure attends your conference. Influential contacts lend legitimacy and prestige to your cause. Special attention should be given to recruiting allies who have credibility with groups you are trying to reach (target audiences).

Media personnel have a great deal of influence over public attitudes. Therefore, make a conscious effort to develop good media relationships and increase this group's knowledge of developmental disabilities.

Providing recognition to media personnel, public officials, volunteers and others is a good way to demonstrate appreciation and enhance relationships. Recognition can be in the form of:

-thank you notes
-special awards
-awards luncheons
-public praise
-pins
-plaques

Coordination With Other Agencies

Before you devote time, energy and money to developing a great plan, cast an eye around at what other organizations are doing. Coordination can help you get your projects rolling. Joint efforts, with shared person power, information and financial resources, are generally both efficient and effective.

Consider timing. The local firemen's drive to raise money to buy a new truck, a drive for a swimming pool, a civic center or a United Way campaign may sap a city's volunteer resources and divert attention and funds from your project.

Also, check with other local groups to be sure they're not doing exactly what you plan to do. Be sure they are not planning to use the same facilities, billboards or bus display space you'll need. It's always a good idea to check out other groups' materials before starting to develop your own. For example, suppose you decide to undertake a whole campaign on preventing cerebral palsy. A quick check with the state or national organization would reveal that they have developed a packet of materials including press releases, booklets, Public Service Announcements (PSA's) and other materials that could be adapted for your campaign and save you a lot of work.

Community organizers in developmental disabilities suggest phone calls to each of these places with the message: "Here's what our organization is planning to do. Do you know anybody who has done it or is doing it now?"

The list of people to call includes:

-Local chapters of voluntary organization affiliates or local councils in epilepsy, autism, cerebral palsy, mental retardation, alcohol and other drug abuse, mental health, etc.

- County agencies

-Statewide councils

-Special organizations which can help you gain access to specific target groups like: blacks, Indians, Spanish-speaking people, etc.

Civic and service groups and businesses can lend support to your efforts with endorsements. These groups can also help you get information to their members/employees by printing articles in their newsletters, arranging for you to speak at meetings or distributing printed materials.

THE PLAN

First, you'll have to identify general goals for public awareness.

For example, one general goal would be to help facilitate early identification of children with developmental disabilities. This broad, long-range goal will later be broken down into a short-term, measurable objective.

Next, priorities should be set among these long-range general goals. Considerations in setting priorities are:

-the over-all goals of the organization
-areas of greatest need
-coordination resources
-timing
-availability of manpower and funds

Once general goals and priorities have been established, you can develop plans for specific activities. For each goal you should specify:

1) What do you want to say? (message)
2) To whom? (target audience)
3) With what effect? (expected outcome)
4) What is your objective?
   (message, target audience and expected outcome)
5) How and when? (strategies)
6) How will you measure effectiveness? (evaluation)
7) Specifically, who does what? when? (timetable)

Although the planning process is laid out in steps, the various stages in the process are closely related. It is important that each step be consistent with every other step. You should be concerned with evaluation before you implement your activity as well as after. (Some specific suggestions for pretesting materials are contained in the evaluation section.)

The message is the basic idea behind your communication. It's what you want to tell people. Some examples of messages to facilitate early identification of children with developmental disabilities would be:

-Many of the effects of a disability can be lessened if special intervention begins early.
-Signs to watch for are....
-For information on diagnostic resources call....

The message should be clear and simple. It should be both interesting and non-threatening to the target audience.

If you want people to take a specific course of action, be crystal clear about it. Communications literature tells us that it is more effective to repeat one or two messages in a variety of channels than to use many different messages at once.

The selection of what we say and to whom we say it are closely related. Your target audience is the group you are sending your message to.

Select specific target audiences from among such general categories as:

-influential organizations and individuals
-professionals in the areas of social service, education, health, law enforcement and business
-consumers
-media personnel

Following our illustration (goal of facilitating early identification of children with developmental disabilities), community health professionals would be one appropriate target audience.

Make sure you select a target audience that is capable of bringing about the desired change. Note whether your target audience is a supporting or restraining force in effecting the desired change.

Communication research shows that messages directed at specific target audiences are more effective than messages directed to the general public. By studying the: interests, income, occupational, educational and value characteristics of your target audience you can be sure that your message is geared toward them and builds on their sense of group pride.

When you specify the expected outcome, you clarify your expectations and build an evaluation component into your goal. Your expected outcome should be clearly stated, realistic and measureable.

Following our illustration, the expected outcome could be an increase in the number of telephone calls for information on diagnostic resources.

By specifying the three essential ingredients, the message, target audience and expected outcome, you have arrived at your objective. The objective in our example is to provide community health professionals with identification and referral point information to increase the number of calls for diagnostic information. That's a lot more specific than your general goal of facilitating early identification of children with developmental disabilities.

With your objective clearly stated, you are now ready to develop specific strategies for getting into action with your plan. Study the characteristics of the target audience (background, attitudes, media habits and reactions to other public awareness efforts) and various delivery channels (ways of getting information to people) in choosing the best methods to deliver your message.

In order to select appropriate delivery channels, you should consider various ways of getting information to people and which channels work best for what purposes. Lists of ways of reaching people and guidelines for delivery channel selection follow.

WAYS OF REACHING PEOPLE

It is generally most effective to use a combination of personal contacts, small groups and mass media channels. The following list should give you an idea of the variety of delivery channels available.

Ways of Reaching Individuals

Personal conferences, interviews
Door-to-door campaigns
Personal letters
Phone calls/phoning campaigns
Manned displays or booths
Press conferences
Parent information group which individually contacts physicians and new parents of infants with developmental disabilities
Engineering of positively-experienced contacts and interactions, i.e. special events which place nonhandicapped people in direct contact with people with developmental disabilities

Ways of Reaching Small Groups of People

Conferences
Seminars
Workshops
Teach-ins
Consciousness-raising groups
Consumer groups
Public hearings
Fact-finding forums
Town meetings
Open houses and tours
Speaker's Bureau
Lectures and talks to civic groups
Speakers at professional conventions (Doctors, educators, businesspeople)
Letters and bulletins to names on mailing list
Articles in professional or trade publications
Articles in group newsletters

Other

Lapel buttons
Bumper stickers
Frisbees or other gimmicks
Letterheads
Postage meters
Logos
Slogans

Ways of Reaching Large Numbers of People

Radio:	Straight news stories News features Public service announcements Talk shows
Television:	Straight news stories News feature stories Public service announcements Talk shows Debates Documentaries Public broadcasting Cable television Public access channels Local originization channels
Newspapers:	Classified advertising Display advertising News stories News features Columns Editorials Letters to the editor Filler material
In Print:	Magazines Brochures Annual or quarterly reports Flyers Pamphlets Newsletters Press kits Resource guides Fact sheets Press releases Enclosures in store, bank & utility bills
Visuals:	Slide/sound shows Films and motion pictures Mobile displays/exhibits Videotapes
Outdoor Advertising:	Billboards Posters Bus cards Skywriting

GUIDELINES FOR SELECTING DELIVERY CHANNELS

There are no hard-and-fast rules for which delivery channel to use for each public awareness effort. However, some general principles can be stated which will serve as guidelines in making judgments.

General Principles

1. The characteristics and media habits of the target audience are the most important factors in determining which medium to use.

2. Getting people to anticipate a later use for information or participate in the communication process increases memory and attention.

3. Personal appeal is the most effective way of communicating and persuading. It is followed by television, and films, radio, and finally, print.

Personal Approaches

4. Person-to-person methods work best when:
   - the audience is small
   - the message must be geared to the individual needs of the receiver
   - timing isn't critical
   - time and other resources are available.

Small Groups

5. Small group events are most effective when:
   - the audience is small and motivated
   - the message is complex
   - immediate audience response is important
   - content is more important than timeliness.

6. Discussion methods are better than lectures for changing attitudes and behavior.

7. Successful public awareness programs make use of grass roots communication networks.

Mass Media

8. Mass media is seldom effective in changing well-established values or opinions on controversial issues.

9. Mass media is most effective for:
   - -providing information in areas where people have little first-hand knowledge or experience
   - -influencing values and attitudes in young children
   - -stimulating discussion and persuasion
   - -giving attention and status to a person, group or event
   - -reinforcing existing attitudes and beliefs
   - -encouraging people to take an action that is consistent with their opinions and beliefs.

10. Mass media is preferable when:
   - -the audience is large
   - -the message is simple and of interest to a relatively large number of people
   - -the message is timely
   - -the audience is exposed to mass media channels
   - -time and resources are limited.

11. With indirect communication (advertising, radio, television, billboards, etc.) you can never be certain who has received the message. Indirect communication is useful for reaching large, dispersed audiences with simple messages.

12. Print is preferable for more complex messages.

13. Newspapers have the advantages of:
   - -large audience
   - -durability
   - -low cost
   - -more space than radio or television.

14. Newsletters are effective when one has a complex set of messages to deliver to a large, identified group.

15. Motion pictures are a very effective communication medium because the verbal message is reinforced by visual images, color, action and sound effects. Films are easy to distribute and can convey the message to large numbers of people with little effort. Some disadvantages are: cost, production time and the expertise and equipment required. Slide-tapes have many of the advantages and few of the disadvantages of films.

Resources: **(For full citations check reference use beginning p. 67)**

Biklen, 1975
Ruder & Finn, 1975
Tennessee Public Awareness Campaign, 1974
Trohanis, 1974
Wiegerink & Neufeld, 1975

Careful consideration should be given to <u>when</u> you will implement your plan. Bear in mind that during special weeks and events (i.e. conferences and noted speakers), mass media channels will be more accessible. For example, it will be easier to use mass media channels to deliver a message about autism during National Autistic Children's Week. Therefore, you may want to have your campaign coincide with a special week or newsworthy activity. (Don't forget to avoid timing conflicts with other community groups.)

Having specified how and when your activity will be implemented, you should now consider how to measure the effectiveness of your effort. Ways of <u>evaluating</u> the activity should be specified <u>before</u> implementing it.

Vast amounts of time, energy and money are wasted when we neglect to evaluate the impact of our efforts. Evaluation need not be time consuming and expensive. Keeping a card file of media contacts and noting outcomes of attempts to use various channels provides both resource and evaluation information.

Specific suggestions for evaluating materials and effectiveness are contained on the next two pages.

EVALUATING A PUBLIC AWARENESS ACTIVITY

Pretesting: How can we make it better?

Evaluate your activity, brochure, poster, etc., during the development stages, before much time or money has been spent in production. This will provide information to change the product, program, or presentation and improve it. Pretesting materials increases the chance of success and minimizes the risk of failure.

Check out your materials (objective, rough draft, storyboards, script and interaction of objectives, message and media) with:

- In your area of interest.
- Representatives of the target audience.
- Media specialists.

Consider their suggestions carefully, keeping the perspective of the source in mind. Of these three groups, specialists should be the authorities on your topic and its service system. Members of the target audience can tell you whether a brochure gets its point across clearly and nonthreateningly. Media specialists can tell you whether a press release or PSA looks professional and whether it should be successful.

Ask yourself and these groups the following ten questions about your materials:

1. Is the objective clear?
2. Is the material appropriate to reach the objectives?
3. Is the language appropriate?
4. Is the subject matter up to date and attractive?
5. Is the information accurate?
6. Is the information presented in a logical order?
7. Will it attract attention?
8. Is it credible?
9. Is the material presented in a non-threatening manner?
10. Will it motivate the audience to the proper response?

Here are some techniques for evaluating your work:

Group discussions or interviews - using paper and pencil, to criticize the content. Telephone interviews can be done when it is not possible to arrange a meeting.

Storyboard testing - Show your materials, with storyboard and verbal explanation, to members of professional groups, target group, media people, etc.

Questionnaires - before and after the message, test the target audience's knowledge of the material covered.

Stop methods - Stop the materials, like radio or TV PSA's, at certain points in the presentation and solicit audience reactions.

One channel methods - Have audience hear, see or read the message only. Well designed materials should stand up to one-channel pretesting.

Observation - Measure audience awareness and behavior without directly interfering with or influencing the audience.

Relative interest - in films and television PSA's can be predicted from interest in written statements summarizing their content.

Evaluating: How can we measure effectiveness?

1. How many people did it reach?

-amount of air time and estimated audience at those times
-inches of print and estimated readership
-number of posters, brochures, and other materials distributed
-number of displays and exhibits
-number of speaking engagements and sizes of audiences
-number of personal contacts

2. How did the audience respond?

-number of telephone calls for information: location of callers, sources of referrals, types of requests
-number of letters requesting information
-number of new members, new names on mailing list
-change in attendance at meetings
-written or verbal feedback from audience following presentations

3. Did it increase knowledge or change attitudes?

-information and attitude surveys: in person: by mail, by telephone
-pre- and post-tests accompanying presentations

4. Did the system change?

-increased number of people identified and/or served by a Developmental Disabilities Board
-change in law, ruling or practice
-new service or appropriation

The final step in the planning process calls for developing a timetable for implementing your plan. A timetable helps you organize the work and keep the campaign on schedule. The timetable should specify what will be done, by whom, when.

Your timetable should specify all of the activities required to complete your effort. This includes thanking people for their assistance, evaluating effectiveness and reporting the results of your evaluation to the group. It's extremely important to give people feedback on the fruits of their labor.

A sample plan and timetable follow.

SAMPLE WORK PLAN

General Goal

To facilitate early identification of children with developmental disabilities **(or drug abuse problems, mental illness etc.)**

Message

Many of the effects of a disability can be lessened if special intervention begins early. Signs to watch for are.....
For information on diagnostic resources call....

Target Audience

Community health professionals in _____, _____ and _____ counties.

Anticipated Outcome

Increase in the number of calls for information or diagnostic resources.

Objective

To provide community health professionals with identification and referral point information to increase the number of calls for diagnostic referral.

Strategies

1) Article in newsletter than reaches public health professionals in area.

2) Disseminate information packets with identification and referral point information in person or by mail to all public health professionals in _____, _____ and _____ counties.

Evaluation

1) Number of information packets distributed.

2) Inches of newsprint and circulation estimate.

3) Calls for information.

_____number of calls

_____type of information requested

_____geographic area of caller

_____referral source

SAMPLE TIMETABLE

Week	Task	Person(s) Responsible
Oct. 24-30	1) Write and distribute timetable and plan.	
	2) Schedule meeting to review plan and organize dissemination.	
	3) Start reviewing materials with identification information on each disability.	
	4) Contact community health professionals in area to discuss info needs, resources and enlist support.	
	5) Contact editor of newsletter for area community health professionals to confirm arrangements for publication of article.	
Oct. 31-Nov. 6	1) Continue review of materials.	
	2) Meet to review plan and organize dissemination plans.	
	3) Get a list of community health professionals in area.	
	4) Schedule a meeting with community health professionals, volunteers & staff to review materials.	
	5) Prepare draft of newsletter article.	
	6) Prepare draft of information sheet on referral point.	
Nov. 7 - Nov. 13	1) Meet with community health professionals, volunteers and staff to select materials and review materials.	
	2) Order materials.	
	3) Prepare tally sheet to monitor number, referral source, type of information requested and geographic area of caller.	
	4) Write cover letter.	

Week	Task	Person(s) Responsible
Nov. 14-20	1) Prepare address labels.	
	2) Personally deliver article to editor.	
	3) Prepare final draft of information sheet on organization.	
	4) Start monitoring calls for information.	
Nov. 21-27	1) Check on materials if not received.	
	2) Get cover letter and information sheet printed.	
	3) Get envelopes for mailing.	
Nov. 28-Dec. 4	1) Localize printed materials (stamp).	
	2) Prepare packets of materials.	
	3) Get materials to volunteers for personal distribution during week.	
	4) Mail packets not being delivered in person.	
Dec. 12-18	1) Collect evaluation data.	
	2) Send "thank you" notes to editor, community health professionals and others that assisted in effort.	
Dec. 19-23	1) Prepare and present evaluation report.	

Communicating

PRINCIPLES OF COMMUNICATION FOR PUBLIC AWARENESS CAMPAIGNS

The vast body of knowledge known as Communications Research can be translated into several "how-to" principles for the practitioner. Here are some research results, together with what practical applications the research implies. If you pay attention to these, your public awareness activities will have a greater chance of achieving the effects you seek.

1. Messages must be tailored to fit the cultural values and past experiences of the audience.
   i.e., using the term "developmental disability" in PSA's is meaningless to 99% of the audience. Rather, build on what they already know about people with disabilities, and then put in the new information.

2. Facts may be successfully communicated without producing the opinion changes which they are intended to produce. Information by itself almost never changes attitudes.
   i.e., don't expect people to change their negative attitudes towards mentally retarded and other developmentally disabled people based on their learning more about its causes, prevention, etc. Emotional appeals may work better than factual.
   "Four million people shouldn't have to lie about their health."

3. Increasing information sometimes works to change attitudes when people have no hard-and-fast attitude about a subject or are almost totally ignorant about it.
   i.e., we're really creating attitudes here, like about autism, because few people know enough about it to have an attitude that needs to be changed.

4. Increasing information is more likely to change attitudes about non-controversial subjects than for controversial topics.
   i.e., this too, is really more like creating attitudes based on new information in a new field than changing attitudes.

5. Persuasive appeals become more successful when presented with moderately distracting stimuli like food or sex.
   i.e., use of handsome man in a take-care-of-yourself before-your-baby-is-born campaign may work.
   Or use of a nice-looking woman in a campaign to hire people with cerebral palsy may be effective.

6. Repetition with variation increases success of persuasion.
   i.e., make several PSA's saying the same thing, but in a different way.

7. Use of fear in ads works best when it's not too scary, something can be done immediately to resolve the bad situation, and specific actions are recommended to avoid the bad situation.
   i.e., fear works, but take it easy and show them explicitly how to avoid the problem.

8. Don't just imply conclusions, state them when you're not sure the audience will get it.
   i.e., don't be too subtle. Tell them what they should learn from what you are saying.

9. Majority opinion works to change attitudes when it's a majority of folks they respect - more so than an outsider's expert opinion.
   i.e., make PSA's refer to opinions of others like themselves, rather than pontificating from an expert on high.

10. When communicating information to an audience, go from the familiar to the non-familiar and the needs to the needs-satisfaction, not in reverse order.
    i.e., don't start taling a lot of **jargon, using unfamiliar** words and concepts, and then try to explain it. Rather talk about their problems and their situations, and then slip in the new information.

11. More highly-educated people rely on print media for information and less educated rely on TV and radio.
    i.e., brochures can be more detailed, use bigger words, present more complex information than can radio and TV PSA's. (So what else is new?) But similarly, the concepts presented must also be far simpler in radio and TV as well as the message.

12. Interest, relevancy, and entertainment value determine whether a person pays attention to a message.
    i.e., we can broaden the interest in our messages by not aiming messages at just the **people with problems, but at their friends,** neighbors, relatives, co-workers, etc. Keep in mind that brochures, slide shows, posters, PSA's etc. can be cute, entertaining, interesting—need not be deadly dull.

13. Attitudes which help give meaning to many otherwise unrelated bits of information are especially easy to change, when you give a person new facts to help **unrelated bits of information hang together.**
    i.e., a campaign to change people's attitdes toward people with epilepsy should build on what people already know about them, and then make it complete by adding additional information to clear up holes in their information base and change a few wrong conceptions.

14. Opinions, attitudes and beliefs are inherited early in life from one's parents.
    i.e., maybe we could say something like "In mother's days, people with epilepsy, cerebral palsy, etc. were not allowed to drive a car, get married, or even go to certain barber shops. Now we know better - that they're just plain folds, like you or me, who have a physical problem which they've overcome...."

15. People who have similar backgrounds are more likely to influence each other than is an outsider.
    i.e., having local volunteers present programs to a service club is more valuable than an outside expert. Likewise, a local person presenting a PSA is more effective than a Mayo Clinic doctor.

16. Many people are likely to have negative attitudes toward people with developmental disabilities, alcohol and other drug problems, mental illness, etc.
    i.e., It's best to assume the negative attitude for these groups and work to overcome it, than to ignore it and have it in the background, negating the effects of your efforts.

17. Mass media can spread the word about "news topics" and create awareness of an issue, but are less likely to change specific attitudes toward new ideas.
    i.e., don't expect the media to handle remedial education overnight. Rather, the slow-but-sure evolution of treatment of people with health problems in the news media toward showing them in a positive light, will have its effect eventually.

18. Communications are most effective when they tell people what they want to hear.
    i.e., use what they want to hear as a springboard to new information they should have.

19. More of the desired opinion (knowledge) change may be measured some time after the information is received than immediately after. (called the "sleeper effect")
    i.e., don't be discouraged if nobody runs right out to hire the first person with cerebral palsy they meet. Be content to realize the messages work on people's minds long after they've heard or seen them... IF THE MESSAGE GOT THEIR ATTENTION IN THE FIRST PLACE.

Reaching Out

by Terri Z. Johnson

Basic Rules

1. Understand the Community.

By definition, traditional methods are not suitable for reaching "hard-to-reach" audiences. Rather than simply transferring concepts and programs from one community or type of community to another, the planner must first learn more about the lifestyles, needs, and cultural values of the target community.

2. Determine basic problems and needs.

If outsiders want to become believable to the people of the area, they must be willing to join in some of the activities the people consider important. They must plan according to what the community wants or needs, rather than according to what they think the community ought to have.

3. Know the prevailing values and attitudes.

Attitudes play an important part in preserving the well-being of the community and the peace of mind and self-esteem of the average individual. Attempts to change attitudes may produce dislocation, anxiety, and resistance. Changes proposed by professionals such as "deinstitutionalization" or "mainstreaming" can have broad implications in the value system of the local community.

4. Know the existing social service system.

Simply because there is no formal social service organization existing and formally providing the service, one should never assume that a service is not being provided. If a new formal plan, particularly one imposed by "outsiders", threatens the existence of informal service structures, the formal plan may encounter considerable resistance. Programs designed and operated by local people are far more likely to be accepted and supported by the community.

5. Use existing interpersonal communication networks.

Meet people where they live, through the people they know and trust. The basic concern here is to identify "opinion leaders" or "bridgers" -- people who know the community well and have earned the confidence and trust of its members. Opinion leaders have the knowledge to be credible, but are similar enough to other community members to spread the word. Opinion leaders can help the change agent to identify local problems, to establish contacts, and to use proper publicity outlets to keep the community informed.

6. Use special mass media approaches.

Research on the mass media habits of the target audience may reveal unique local information sources and general preferences in terms of content, time, and type of delivery channel.

Examples of what one might expect to find in two types of communities (rural and urban poor) are discussed on the following pages.

Reaching Urban Poor Communities

Understanding urban poor communities

Urban poor people, in contrast to the non-poor, are more likely to be (1) unskilled and unprepared for jobs, (2) low in education, (3) living in large, often extended families, (4) living in split families, (5) living in one-parent only households, usually with only the mother present (6) unemployed or employed in low-paying, hard labor jobs, and (7) highly mobile. Blacks, Spanish-speaking, and similar minority groups are more likely to be poor and, indeed, poorer on any available measure of poverty (Dervin & Greenberg, 1972, p. 196).

There is a disproportionately high incidence of developmental disabilities in low-income groups from congenital disorders (eg. poor prenatal care), inadequate health care (eg. malnutrition, unsanitary living conditions), and environmental hazards (eg. lead poisoning, unsafe housing, isolation, and deprivation).

Developmental disabilities are only one aspect of poverty and are certainly not a top priority concern, compared to the need to get by from day to day. One cannot isolate and attack the problem of disabilities without becoming involved in the entire spectrum of poverty problems.

Establishment "caretakers" and services are under-used by the low-income population. Whereas middle class people use professionals and print media more often as their sources of information and help, the poor, especially low-income blacks, more often use interpersonal, in-ghetto contacts. For crisis problems, very specific establishment sources (eg. legal aid societies) are well-known and sought out. However for most problem areas, low-income people, especially blacks, use commercial sources, relatives, other in-ghetto sources, or their own resources in problem-solving. There appears to be two reasons for this situation: (1) lack of information, and (2) distrust of establishment services.

Lack of information. In one study, 60 per cent of the respondents in low-income public housing confessed to lack of knowledge concerning where to go for help in solving problems. Many are isolated and uninvolved in social activities, clubs, or associations. Another project on case-finding in mental retardation concluded that low-income people, in contrast to middle class populations, are (a) less knowledgeable about the nature of mental retardation, (b) less aware of the difference between a retarded child and their normal siblings or companions, (c) less sensitive to community pressures, resulting from deviant behavior in children, (d) more inclined to accept the status quo as unchangeable, (e) less alert to community resources for problem-solving, (f) more inclined to accept superstitions or guilt explanations of deviancy, (g) more occupied with maintaining day to day existence, and (h) less able intellectually and emotionally to accept help (Graf, 1974, pp. 149-150).

Distrust. Attempts to reach low-income people on a fuller range of their life problems than only crisis issues have met with only partial success. A major reason for the low use of establishment and professional sources is the viewing of these sources with suspicion and hostility.

Government agencies are often perceived as exploiters of low-income people, and professionals (eg. caseworkers) are viewed as obstacles to receiving help. Many low-income people see social service agencies as offering band-aid solutions to major societal problems. Some agencies have been accused of ignoring those most in need of the service in order to avoid difficulties and failures.

In some cases, inadequate communications from the service providers have resulted in faulty perceptions of the purposes of programs. Low-income residents complain that the establishment system assumes middle class values and orientation which are reflected in inadequate advertising and unrealistic expectations of client behavior.

Knowing and using existing interpersonal communication networks in urban poor communities

The important center of low-income life is the kinship and peer network. Visiting family and friends, gossiping, talking about the neighborhood and family events are among the major activities in the low-income community; kinship and peer contacts form the major portion of the low income person's interpersonal ties.

Low-income communities show little organization. Formal leadership is weak. Participation in voluntary organizations is low; club-going is considered a middle class activity, and little gain is seen to be had from participation. However, it is usually possible to identify "gate-keepers" -- persons actively serving the community with information for solving housing, health, and other problems.

While participation in non-family and establishment-connected organizations is low, participation in organizations based on the peer-family linkage is higher. Thus, the church and school organizations receive stronger support in low-income communities and, in particular, low-income black communities.

Low-income people, especially those receiving some type of public assistance, are often in contact with a variety of public and private helping agencies and professionals who may or may not have credibility in the low-income community. These include welfare departments, health departments, maternal and child health clinics, Planned Parenthood, government job training, employment, recreation, or housing projects, day care centers, and public schools. Churches are an important focal point for social as well as religious activity.

Knowing and using mass media habits of the urban poor (Dervin & Greenberg, 1972)

Low-income people are not poor in terms of media access. Ninety to 95 percent of low-income households have at least one TV. Virtually all have at least one radio. However, the poor, especially low-income blacks, are less likely to have a daily newspaper than non-poor people. The average low-income black family has two black periodicals available regularly.

The poor are heavy users of TV and radio in comparison to the non-poor and low users of magazines and newspapers. Poor people spend more time using TV than any other medium at all times of the day, even more time than they spend in conversation with friends and neighbors. Most low-income adults watch TV from four to six hours a day. At any given time of the day, the low-income population has a higher proportion of viewers than the general population. For example, during morning and afternoon hours, when general population viewing ranges around 5-10 percent, low-income viewing is at 25-40 percent. The poor also listen to the radio as much or more than the general population, with the average adult listening about two hours a day. However, low-income people read newspapers and magazines less than the general population and generally read less of all print media. The average low-income adult spends almost 1/2 of a 16-hour waking day on electronic media, compared to 1/4 of a waking day for the general population.

Low-income black adults use TV and radio more than low-income whites. They make less use of daily newspapers than low-income whites but more use of magazines, because of the availability of black periodicals.

Television seems to be the channel of communication preferred by low-income adults in building up their store of information about the world. Although the psychologically supportive functions of TV (eg., killing time, forgetting troubles, keeping company) are important, they are of less importance than the learning function of the medium. Television content is a major topic of conversation among the poor, and TV seems to serve as a way to learn how to solve problems, to learn about people, and to learn new information about the world.

The most popular type of TV show among low-income viewers is the day-time serial, although mystery and suspense dramas are also well-liked. The top-rated sections of the newspaper for low-income readers are headlines, classified ads, and ads in general. Music is the preferred radio content.

Television comes out on top as the most reliable medium, the most important, the most preferred for world news, and the most believable. The poor in general are more favorable to TV and see it as more real life than does the general population. Although most low-income blacks agree that TV does not give enough attention or representation to blacks, they tend to be even more favorable to TV than poor whites. The consensus seems to be that "TV tells it like it is."

Implications for Public Awareness Efforts in Urban Poor Areas

1. Low-income people have a significant unmet need for information on developmental disabilities, including facts about prevention, causes, early identification, referral points, available services, and grievance procedures. Messages should stress the importance of early intervention and ongoing parental involvement, and the relevance of services to the needs of low-income people.

2. The most important information sources for low-income families are TV and interpersonal contacts with friends, relatives, and neighbors. Television and radio spots and information contained in commercial television programming are likely to reach low-income audiences, although

the amount of information conveyed is necessarily limited. Print media should be carefully selected to include materials which will be disseminated to low-income audiences (eg. community newspapers, church and school bulletins, health clinic brochures) and which are targeted to low-income audiences in terms of language, reading level, and illustrative material.

3. Because interpersonal discussion among family, friends, and neighbors is the focus of a great deal of information transfer, personal contacts with community opinion leaders and gate-keepers are an important means of increasing awareness and knowledge. Educating church groups, school-related parent associations, ministers, local leaders of indigenous groups, and community recreation directors about deavelopmental disabilities is one method. New agencies which deal with the multiple problems of low-income persons may be unaware of the developmental disabilities aspect. Therefore, public and private welfare agencies, community action groups, neighborhood centers, Head Start and other day care programs need information on early identification and the availability of community services.

4. Perhaps the most important component of public awareness in low-income areas is careful groundwork to build trust. Outsiders must demonstrate sincerity, flexibility, effectiveness and involvement in poverty areas before they can expect low-income people to abandon their suspicion and apathy towards the establishment system. A suggested approach might be as follows:

a. Contact "bridgers" -- those people who already have the confidence and support of the target community -- and obtain their endorsement or help in organizing and publicizing events.

b. With the help of bridgers, gather a core group of poverty area persons who are interested in the problems of poverty and developmental disabilities. Ask and listen -- don't tell.

c. Discover a particular well-defined need, as seen and discussed by the participants themselves. This may be an immediate need related to health, education, housing, employment, or recreation, and it may have little direct bearing on developmental disabilities.

d. Satisfy the need through cooperative efforts with the poverty area core group. Projects might include linking people with existing services, offering support or technical assistance, sponsoring community seminars, or providing parent-to-parent assistance and counseling, respite care, home aides, child care assistance, transportation, emergency food, or medical information and referral.

5. Maintain a flexible meeting format, eg.:

a. Avoid over-formality, overly complicated and rigid parliamentary procedures.
b. Avoid unfamiliar abbreviations, acronyms, or unfamiliar terms.
c. Schedule at convenient times.
d. Make provisions for babysitting and transportation.
e. Plan active programs, relevant to immediate issues and concerns.
f. Treat as individuals rather than as poverty or low-income group.

Reaching People In Rural Areas

Understanding the Rural Community

Because of low population density and the great distance between farms and towns, one of the largest problems in rural areas is the inadequacy or lack of basic services, such as housing, modern conveniences, transportation, health, recreation and education. Public awareness efforts, therefore, can have only limited impact until more and better services become accessible to rural families.

Use of services in rural areas by people who are developmentally disabled and their families is limited by three other factors which are amenable to change through public awareness efforts:

1. Lack of awareness and information about services.
2. Attitudes towards developmental disabilities and DD services.
3. Existence of informal helping networks.

Lack of awareness and information about services.

In comparison with urban or suburban areas, fewer efforts have been made to inform or educate people in rural areas about developmental disabilities, and consumers may not know how to find or use the few services that do exist, especially community alternatives to custodial care in the home or in an institution. Also, rural citizens are less aware of the needs of a disabled person and are less inclined to serve him.

Attitudes towards developmental disabilities and DD services.

All rural communities are not alike, either in economic base, religion, ethnic origin, or value systems. Within any one community, it is usually fairly easy to get an idea of strong prevailing values, because there tends to be more homogeneity and openness about them. However, it is dangerous to extend these generalizations to all rural communities.

Nevertheless, several values appear to be stronger in rural communities than in urban ones. They include: independence, self-sufficiency, hard work, thrift, savings, family loyalty, and traditionalism. A local public welfare agency and its clients represent an affront to all that is held dear in many rural communities. Unfortunately, many social services in rural areas have developed as an aspect of public welfare and are often viewed from the same perspective.

Agencies which work with poor or deviant clients, therefore, have little respect or prestige, but rather a stigma attached to them. Users of service are often unwilling to identify themselves publicly or even to contradict the majority opinion that "they should be thankful for whatever they get." Taxpayers are a powerful pressure group; although they may view social services as a necessary evil if clients are dealt with properly and quietly, they are unlikely to favor expansion or increased expenditures on social services.

In addition, local community pride may tend to muffle criticism of existing practices, especially if these criticisms are suggested by outsiders.

Community acceptance of human service professionals comes slowly and is based almost entirely on personal and informal behavior rather than on professional credentials, previous experience, or formal education.

Existence of informal helping networks.

Informal systems of service, which tend to develop in the absence of formal services, are common to rural areas. Generally, there exists a network of "natural helpers" -- a group of people already accepted and identified by the community as helping agents. Many rural families, especially those who have lived in the community for a relatively long period and have established good community relationships, feel that their children with developmental disabilities are fairly well accepted by community people. Families with a handicapped member are more likely to receive emotional and psychological support from relatives, friends, and neighbors, than from service agencies and professionals.

Knowing and using existing interpersonal communications networks in rural areas

The identity of opinion leaders varies from community to community. In rural areas, local institutions such as churches, schools, and civic clubs tend to produce more influential opinion leaders than they do in urban communities. Local professionals such as doctors and clergy tend to be generalists and deal with a wide range of human problems.

Local institutions:

Churches -- ministers
Schools -- school officials
Government -- town chairmen, County Boards of Supervisors, Boards of Social Services
Civic Clubs -- Rotary, Lions, Kiwanis, VFW
Job related -- extension agents, foremen, union organizers

Informal power structure:

local businessmen
bankers
large employers
officers of service clubs

Women's organizations:

farm organizatiaons
homemaker clubs
leaders of 4-H
church auxiliaries
PTA or mothers' clubs
lodge or lodge auxiliaries

Other:

rural stores
town clerks
postmasters
physicians
public health nurses

Knowing and using rural mass media habits*

1. Mass media are highly available in the Wisconsin farm home. Most homes contain a TV set, at least two radios in working order and receive regularly a daily newspaper, a weekly newspaper, and a number of magazines, including at least three farm journals.

2. Most farm people use mass media everyday; average usage time is 3-4 1/2 hours; mass media is used less on Sunday.

3. Radio listening occurs mostly at milking times and at meal times, with the peak listening just before breakfast (6:00-8:00 a.m.).

4. TV viewing occurs almost exclusively in the evening and at the noon hour.

5, More Wisconsin farm families are in contact with mass media over the noon hour, especially from 12:30 - 1:00, than at any other time. The heaviest overall period of media contact is TV viewing in the evenings.

6. Farm magazines are a leading information source for both farm men and women. The most popular in Wisconsin are: Farm Journal, Wisconsin Agriculturist, Hoard's Dairyman, and Successful Farming.

7. Most farm women read at least some of the farm magazines. In one survey 40 percent of the women liked farm-related magazines best. Of the farm magazaines, 2/3 of the women liked Farm Journal or Wisconsin Agriculturist best; 78 percent turn to the women's section first.

8. Family concerns rank as the most important interest among Wisconsin farm women. Media information sources for this topic, in order of importance, are:

a. women's magazines
b. magazines (other than women's or farm)
c. farm magazines
d. daily newspapers
e. TV

9. Rural youth spend more time with TV than with any other medium.

10. Radio listening and reading for the farm family serve an information and news value function, while TV is almost exclusively an entertainment medium.

11. If the information is intended primarily for the low-income younger age group of women, different approaches which satisfy an entertainment, social contact, or companionship function rather than a strictly information function might reach more of this audience.

Implication for public awareness efforts in rural areas

1. Emphasize over and over that the ultimate responsibility for solving community social problems lies with the entire community, not just with "outside" professionals and agencies. Capitalize on strong local pride and determination "to meet the needs of our own." Involve the community in every way possible.

a. Keep citizens well-informed about local problems and what is being done about them.

b. Work under the assumption that you are not alone in your concern or commitment to help people. Recruit volunteers and advisory groups. Remember that one of the assets of a rural community is its relatively stable population and its leaders who have had time to know the local institutions and people. Help local citizens discover and voice local deficiencies themselves.

c. Be sensitive to local concerns, local etiquette and pace of life. Take into account the community perspective on what needs to be done.

d. Take advantage of local systems of communication and self-help. Work with parents and "natural helpers" to strengthen and expand the natural network by preserving the naturalness rather than by imposing professional standards and norms.

e. Involve local organizations and leaders. Develop close relationships with local ministers, physicians, teachers, service clubs, extension agents, and community leaders.

f. Encourage the development of client self-interest groups.

2. Make sure information reaches rural areas.

a. Personal contacts and educational workshops with community opinion leaders, human service workers, local clubs and other organizations.

b. Use mass media, especially local media:

daily newspapers
local weeklies
radio - especially 6-8 a.m. & noon hour
TV - especially noon hour & evenings
farm journals (state or national level)

3. Try to change attitudes.

a. Avoid linkages with welfare department or agencies with welfare stigma.

b. Don't arouse guilt or defensiveness by overt criticisms: help people to discover deficiencies themselves. Show alternatives.

c. Emphasize value of services and potential of people with developmental disabilities in terms which are meaningful and significant to rural people. Services (1) help people to be more independent, self-sufficient, and productive, (2) enable them to earn at least part of their own way, (3) help to ease and preserve family life. People with developmental disabilities are citizens and have the rights of citizens.

d. Try out (pre-test) ideas, scripts, rough drawings, etc. on representatives of the target audience at each stage before final production of materials.

* The editors would like to thank the Department of Agricultural Journalism at University of Wisconsin- Madison for providing the information in this

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Changing Attitudes

HOW TO CHANGE ATTITUDES*

by Terri Z. Johnson

There has been a lot of talk recently about changing public attitudes toward people with developmental disabilities. We deplore the ignorance and prejudice of the public and media, and we adopt the slogan that people with developmental disabilities are "people first". The purpose of much of our public awareness effort is to promote acceptance of people with disabilities.

But mass communication research tells us that information does not necessarily change attitudes. People hear what they want to hear, and they may easily distort, misinterpret, or ignore information which is contrary to their ideas. Therefore, factual materials which explain or describe various aspects of the disability may have little impact on attitudes.

To understand attitudes, we must consider the values, interpretations, and imagery which underlie facts and information. Comparatively little attention has focused on attitudinal response to disabilities, and very few public awareness materials have addressed this issue.

Societal Responses to Disabilities

Our society values certain qualities above all others: intelligence, virtue, beauty, health, youth, wealth, and self-sufficiency. When a person is perceived as being significantly different in a way which is devalued by society, he is often labeled, for example, as "retarded", "criminal", "ugly", "sick", "old", "poor", "crippled", or "handicapped". A person who is labeled as devalued is cast into a role which carries with it certain expectations. For example, persons with developmental special needs are variously stereotyped as sick, sub-human, menacing, stupid, child-like, objects of pity, or burdens of charity. While these role perceptions and expectations may be totally false, they are powerful determinants of behavior. Not only do they affect how a person is seen by others, but how he sees himself. Role perceptions and expectations are reinforced, and the cycle continues.

Origin of Attitudes

Devaluing attitudes grow out of fear and ignorance. However, for years these prejudices have been reinforced by the human service professions themselves. Try, for a minute, to forget the rationalizations and exceptions to the following observations. Consider instead the cumulative effect these common practices would have on the attitudes of a stranger to our human service system.

* The editors would like to acknowledge Wolf Wolfensberger, whose work provided the underlying conceptual analysis on which this paper was based. Interested readers are referred to Wolfensberger's books, listed at the end of this section.

Program Locations

-- Programs are situated on the outskirts of town or in the country, impossible to reach without a car.

-- Services are located in declining neighborhoods, inconvenient for parking and unsafe for walking.

-- Clients have poor access to stores, banks, post offices, movies, parks, and restaurants.

-- Programs are located next to or close to other programs for devalued people, unusual or negatively-imaged landmarks such as institutions, nursing homes, hospitals, cemeteries, funeral homes, disposal areas, and zoos.

Program facilities

-- Buildings are unusual or specially designed, unsuitable for other purposes.

-- Buildings have a long history of serving devalued groups; formerly warehouses, drug clinics, or tuberculosis sanitariums.

-- Buildings are equipped with obtrusive and excessive safety features; doors are kept locked.

-- Sites are surrounded by high fences or walls.

-- Interior is shabbily furnished; living environments are impersonal.

Program names

-- Paradoxically, signals of devaluation include "hope", "opportunity", "sheltered", "special", "happy", "sunshine", "friend", "care", "haven", "home", "village", "acres", and "rest".

-- Transportation vehicles are conspicuously labeled.

Clients

-- People are served in large, conspicuous groups so that interaction with typical citizens is minimal.

-- People are dressed in oddly-matched clothes which are tight, ill-fitting, and childish; haircuts are always short.

-- People are introduced and addressed by first names only, eg. Johnnie, Susie.

-- Clients are grouped with people with different disabilities or with different age groups, eg. healthy young people are placed in nursing homes with elderly people who are sick and bedridden.

-- Adults are unemployed or working in special workshops doing arts and crafts, repetitive menial labor, "make-work", making toys, recycling garbage, or repairing other people's cast-offs.

-- Adults receive toys and puzzles for their birthdays; carry cartoon lunchboxes to "school".

Service system

-- Through architectural barriers, people are denied access to many public facilities as well as to employment.

-- People who are devalued are excluded from regular programs: special services have been developed for every need; regular programs are used during special hours or in special areas; clients may spend their entire lives without forming meaningful relationships with any non-handicapped persons.

-- Appeals for donations and charity pervade the mass media.

-- Stigmatizing terms, labels, medical jargon, and test scores are tossed about freely.

-- People with disabilities may have extreme difficulty getting insurance.

-- People with disabilities may be denied appropriate medical care.

Seeing all of this, how can we then ask: "Why isn't the public more accepting?"

An Alternative: Normalization

Normalization is an ideology which emphasizes the impact of attitudes and expectations conveyed through human service practices. Normalization means:

THE USE OF CULTURALLY NORMATIVE MEANS AND METHODS, IN ORDER TO

1. OFFER A PERSON LIFE CONDITIONS AT LEAST AS GOOD AS THOSE AVAILABLE TO THE TYPICAL OR AVERAGE CITIZEN, AND

2. ENHANCE OR SUPPORT, AS MUCH AS POSSIBLE, HIS/HER BEHAVIOR, APPEARANCE, EXPERIENCES, STATUS, AND REPUTATION.

Normalization demands that all people who are preceived as devalued be given the opportunity to project an image which is as normative as possible. For the public awareness practitioner, normalization implies that how a person is interpreted through public awareness efforts is just as important as, or more important than, specific information which is learned about his disability.

A work of warning: Normalization does not mean making everyone "normal". The intention here is not to deny the disability, i.e. to represent people as having perfect bodies, superior intellects, or ideal behaviors. However, public education materials should portray only those limitations which are due to the disability -- not those which have been imposed by societal prejudice and ignorance.

For any given behavior or characteristic, there exists a range of options which are considered normative. A person who is otherwise highly valued is able to get away with certain behaviors or characteristics which lean toward the negatively-valued side of that range. However, a person who is already devalued cannot afford to risk even minimal further devaluation. Normalization theory, therefore, implies that a devalued person should be able to project an image which is not simply normative but also as positive and enhancing as possible.

Normalizing Public Information

People who develop and select messages must be continuously alert to unconscious imagery and interpretation which devalue rather than enchance a person's dignity. Specific suggestions are:

1. Increase awareness of the potential of persons with disabilities by publicizing their achievements.

2. Support and publicize programs which encourage integration and interaction among disabled and non-disabled persons in schools, industries, recreation.

3. Support and publicize programs which enable typical citizens to relate to and to identify with disabled individuals (eg. simulating handicaps, citizen advocacy and other volunteer programs).

4. Portray people with disabilities doing typical, familiar activities within typical, familiar contexts.

5. Avoid representing people with disabilities in ways which make them seem younger than they are or less human. Consider the appropriateness of service names, service locations, buildings, decor, possessions, clothes, personal appearances, activities, and forms of address.

6. Be careful of language which conveys devaluation. People have developmental disabilities, epilepsy, or cerebral palsy or they are labeled mentally retarded or autistic. They are not DD people, c.p. kids, or worse, retardates, epileptics, spastics, etc. People are usually formally introduced or identified by their full names or with Mr. or Ms.

7. Images transfer from objects, persons, jobs and locations to the persons who are predictably associated with them. One way to change devaluing attitudes toward people who have disabilities is to systematically substitute positive and enchancing juxtapositions for negative and devaluing ones. Portray devalued people in valued relationships with valued persons, in valued places, engaged in valued activities.

Devaluing Images	Enhancing Images
sin	virtue
criminality	lawfulness
charity, discards	respect, rights
ugliness	beauty
darkness	brightness
illness	health
death	vitality
weakness	strength, power

Devaluing Images (Con't.)	Enhancing Images (Con't.)
oldness	youth
decay	growth
animality	humanity

8. Publicly recognize, commend, and reinforce similar positive efforts by other people, especially in the mass media.

Resources for Attitudinal Change

Films available from: The Stanfield House
P.O. Box 3208
Santa Monica, CA 90403

"Count Me In"
"Like Everybody Else:
"Like Other People"
"Coming Home"
"People First"
"Readin' and Writin" Ain't Everything"
"Walk Awhile in my Shoes"
"A Matter of Inconvenience"

Slide shows available from: Human Policy Press
P.O. Box 127
University Station
Syracuse, N.Y. 13210

"Handicapism"
"Children Learn Together"
"Where the Children Are"

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Six Ways Newspapers Can Help

1. Paid display ads. Usually these are prohibitively expensive ranging from about $1 a column inch in a small weekly to more than $25 a column inch in a metropolitan daily. But, if you really want to publicize a large event, a display ad in the newspaper's entertainment section may be worth it. Often there is a non-profit rate, and you may be able to get a bank or credit union to pay for the ad if you give them a credit line. Call the newspaper's display ad section and ask for costs and help in laying out your ad.

2. Classified ads. Run an ad in the newspaper's "personal" column saying something like "WANTED: People who care about people with epilepsy. Meeting Wednesday, October 9, 7:30 p.m. in the Civic Center".

3. Filler material. Often there is an inch of space at the end of a column which the editor has to "fill". These are generally "filled" with little-known facts distributed by national news services. But you can use them in your public awareness campaign by sending the news editor a list of facts such as: "There are about 2 million people in the USA with epilepsy, but 80% of them have their seizures completely or partially under control through medications". "There are about 120,000 people in Wisconsin who can be classified as mentally retarded. With proper training, nearly all of them could become at least partially self-supporting".

4. Letters to the editors. These are surprisingly well-read, and you can use them to make your point about pending legislation, upcoming events, thank you's for covering past events, etc.

5. Feature stories. These are the human interest type stories that can run anytime. They involve comedy, tragedy, how to, what it's like to...., etc., usually complete with pictures. For coverage in any respectable newspaper you'll need either an experienced writer in your organization or an interested reporter to do the story. Call or write the newspaper with your idea for a feature story. Examples:

    * 33 year old woman diagnosed as having epilepsy. What that means to her, her life, her family, etc.

    * Family decides to seek help for alcoholic member. Decision-making process, results.

    * What the effects of mental illness are in the home.

Newspapers have rather strict deadlines, and it is best to contact them just after a deadline. So for a weekly, that's the day after it's printed. For a morning paper, it's 10 a.m. to noon. For an afternoon paper, that's about 2-4 p.m. Or just call and ask the receptionist when the staff is there but least apt to be busy.

6. Event coverage. If your organization is holding an event of public interest, you may be able to get a reporter to attend and write a story on it. Contact the newspaper or a reporter directly with the idea that your story may be a good one. Basically, a story is newsworthy if it meets one or more of these criteria:

    1) It involves or affects a lot of people.
    2) It involves a lot of money.
    3) It involves a prominent person.
    4) It involves an injustice to a person or group of people.
    5) It is unique to your local area.
    6) It has an unusual twist.

    The key to newsworthiness is the unusual. Anything different is news, as in the old "man bites dog" cliche.

    Reporters need the facts about your event, which you should send to them at least a week before the event in the form of a news release. That way, they have the choice of printing the news release, or covering the event, or both.

How to write a news release

1) Use your organization letterhead, if you have one. If not, make sure the name, address, and phone number of the organization are there. Use an 8 1/2 x 11 sheet of paper.

2) On the right side, just below the letterhead, put the name and phone number of at least two persons who can be reached during the day to answer questions about the event.

3) At the upper left corner of the page, type the words "Release Date" and add a date after which you want the release published. In most cases, the release date will be listed as "immediate". However, news releases concerning speeches or other events may be written in advance and scheduled for release immediately following the event.

4) Start your story about one-third down the page. Indent paragraphs, use margins to create a 65 character wide line on the typewriter, double-space, and do not hyphenate words at the end of lines.

5) Be certain all dates, times and places are absolutely accurate and names are spelled correctly. Say Mrs. Jane Smith, not Mrs. Joseph Smith.

6) The first paragraph of the release should answer the questions Who? What? Where? When? and Why? concerning the subject of the news release.

7) The second, third, and following paragraphs should include information of declining importance. Do not exceed two pages except on rare occasions.

8) Newspapers probably will either print your release verbatim or will completely rewrite it, depending on the phase of the moon. Do not dismay either way.

9) At the bottom of the first page, write -more- and in the very top corner on the left of the second and succeeding pages, write add one (or two or three) followed by a one or two word description of your story (called a "slug").

SAMPLE NEWS RELEASE

(retype for release to local press
first week of December)

For more information contact:
(Name of contact person)
(Agency name, address, phone)

Date: (Date sent out)

For release: (Date of Printing)

Last year 40 people died on Wisconsin roads during the Christmas to New Years' holidays and there were countless other, serious accidents. Alcohol was implicated in 50% of all highway accidents and deaths. The (insert name of local alcoholism agency) today issued its annual message for the holiday season.

"What the public fails to realize is that you don't have to be drunk to be dangerous." A good number of accidents are caused by people sober enough to function socially but not on the road. Good citizens who condemn "drunken driving" and care about highway safety, fund that alcohol can make them care-less," said _____(Director).

The (repeat alcoholism agency) _____ is cooperating in a state-wide HOLIDAY DRINKING/DRIVING CAMPAIGN, sponsored jointly by the Wisconsin Association on Alcoholism and Other Drug Abuse, Inc. and the State Bureau on Alcohol and Other Drug Abuse. "ALCOHOL--JUST ONE MORE CAN MAKE YOU CARE-LESS" is the campaign slogan. The campaign is aimed at promoting the responsible use of alcohol by holiday party hosts and partygoers alike. A free packet is available to anyone writing: Responsible Drinking Party Ideas, P.O. Box 841, Madison 53701.

Radio & TV

Use of Radio - TV

Because these electronic media have so much impact, there is a terrific amount of competition for the amount of time available. This means your message must, more than ever, be well-done, significant, and of recognizable value to the local audience.

News Releases

Unless your message concerns a big local event of significant importance, these media are not good outlets for press releases. However, a press release sent to the stations may trigger interest in your subject and inspire a "feature" about your area generally, rather than a straight news story.

Send your news release (guidelines on writing it are given in the newspaper section of this workbook) to the public affairs director, with a note requesting that he or she forward the release to a reporter or program director if it looks interesting enough for a feature. Should the news director decide to cover the story, he may choose to send out a reporter to interview you or perhaps a camera-man to film the event as well. He may just have the news anchor man read a short piece on the evening news. It is entirely up to him.

Public Service Announcements (PSA's)

PSA's are available in most cases from the national headquarters of the voluntary organizations. These are professionally written and produced, and if their subject covers what you want to say, using them would be far cheaper and easier than producing your own. Usually they are provided in varying lengths of 10 seconds, 20 seconds, 30 seconds, and 60 seconds.

If you use a national PSA, you'll want a part at the end (called the tag) that identifies it with your local area. This could be a place to call or write for more information, or a credit for your organization. Television stations can electronically "type" this on the PSA with ease, but you must write out what you want to say. Radio stations can also dub this in for you at the end of pre-recorded messages.

Writing your own PSA's. If you can find no available PSA's to tell your story, do your best in writng your own. First, decide what you want people to do after they hear or see the PSA. Set up a clear message you want to get across. Use strong, action-filled words. Make every word say something. These guidelines will help you set the length:

10 seconds - use about 20-25 words	1 slide
20 seconds - use about 40-50 words	2 slides
30 seconds - use about 65-75 words	3-4 slides
60 seconds - use about 130-140 words	8-10 slides

Once you've written the message, read it aloud to see how it sounds, which is far different from how it looks. This will also help you check on its length. In radio especially, try to use words that evoke a visual image in the listener's mind. In TV, you also get to provide the image. Shoot slides to illustrate

the words, making sure all are horizontal (like a TV screen) rather than vertical. Be sure to get permission to use the pictures on TV from all people who are recognizable in the pictures. Again, the station can electronically produce the tag at the end.

These PSA's will be more apt to be used on the air, and more apt to be effective, if they mention the name of the city or county or organization early in the announcement, to localize it immediately. Visually, also, it is more effective to use backgrounds of recognizable areas to localize the announcement as much as possible.

Timing. To allow adequate production and scheduling time, be sure the materials arrive at the station at least two weeks before you want them to be aired. You should include the date the announcements should start running, and the last date they should be used. The last date should be no more than 6 months, and probably would be better if it were 2-3 months.

Air-time. If you are aiming the PSA's at a specific audience, (small children, for example) note that too. Then your best air-time would be when young children watch TV, say Saturday mornings, or listen to the radio. Obviously beggars can't be choosers, so don't expect stations to give away their most expensive (prime) time, evenings from 6:30-10 p.m.

Delivering the PSA's. Contact the station's program director or public service director or station manager. Depending on how big the station is, one of these people will be in charge of PSA's. These people are busy and may be highly selective in using PSA's, so use the personal approach to get their attention. In a personal visit, tell the right person about your organization and the purpose of your campaign. Emphasize how it will help your local area, and why it is important. Your organization's most enthusiastic member may be the one to take with you as your spokesperson. (See later section).

Interviews/Talk Shows/Call-In Shows:

Contact the program director for the particular show you have in mind. Tell him or her of your organization, the events which it is sponsoring, and the message it is trying to convey to the public. Suggest it as a possible subject for a talk show.

Before the appearance on the talk show, provide the program host with a facts sheet to familiarize him/her with the topic you will be discussing and a list of questions to ask you if necessary.

Have an effective speaker appear on the program (parent, professional, volunteer, etc.). It is important that he or she be well-versed in the topic, capable of clearly conveying his message, personable, and enthusiastic. Be sure that appearance dates are set up well in advance so that you can put out special publicity on the program.

News Features

Sometimes what you have to say is defined as a news feature, in that it is interesting and relevant but with no immediate news value, meaning it could air this week or next. Contact the station's news director to interest him or her in the feature. Provide him or her with a description of the event or situation you think would be of interest, together with ideas of who or what should be filmed or recorded. Obviously a specific event is easier to sell than a situation. The news director will decide on whether to use it based on how different it is, how relevant and useful it is to how many people, how visual it is (for TV), and how much work it's going to be based on how much you can help him.

Use of Films for TV

Films can be a good vehicle for airing your message on television. If you feel that a film is effective, suggest the idea of showing it on the air to the station's program director. It could be followed by a panel discussion and viewer call-ins to include the community in the issue. This is a good device for stations to fulfill their public service production time quota, so they may indeed be very interested.

Sample Radio PSA

From: B. Elpern
123 Church Street
My Town, Wisconsin
(608) 845-9999

For use: Tuesday, November 1 through Wednesday, November 30, 1977

Time: 30 seconds

ANYONE CAN HAVE EPILEPSY. IN FACT, ABOUT TWO MILLION AMERICANS DO. MOST OF THEM HAVE SEIZURES WHICH CAN BE COMPLETELY OR PARTIALLY CONTROLLED WITH DRUGS.

WHAT THEY CAN'T CONTROL IS THE FEARS AND MISCONCEPTIONS OTHER PEOPLE HAVE ABOUT EPILEPSY. FEARS THAT CAUSE THEM PROBLEMS WITH JOBS, TRANSPORTATION AND INSURANCE.

SEIZURES DON'T HURT, BUT MYTHS ABOUT EPILEPSY DO. TO GET THE FACTS, CONTACT THE XYZ CHAPTER OF THE WISCONSIN EPILEPSY ASSOCIATION AT 845-9999.

####

Sample TV PSA

slide	copy
#1 people	ANYONE CAN HAVE EPILEPSY. IN FACT, ABOUT FORTY THOUSAND WISCONSIN RESIDENTS DO. MOST HAVE SEIZURES
#2 close-up people	WHICH CAN BE COMPLETELY OR PARTIALLY CONTROLLED WITH DRUGS.
#3 person ostracized	WHAT THEY CAN'T CONTROL IS THE FEARS AND MISCONCEPTIONS OTHER PEOPLE HAVE ABOUT EPILEPSY. FEARS THAT CAUSE THEM PROBLEMS WITH JOBS, TRANSPORTATION AND INSURANCE. SEIZURES DON'T HURT, BUT MYTHS ABOUT EPILEPSY DO. TO GET THE FACTS, CONTACT THE XYZ CHAPTER OF THE
#4 super phone number	WISCONSIN EPILEPSY ASSOCIATION AT 845-9999.

####

SAMPLE RADIO PSA'S

From: WAAODA
Madison, WI
(608) 257-7970

P.S.A. 30 Sec.

HOW DID IT GO AT WORK TODAY?

MISTAKES, MISUNDERSTANDINGS, DEADLINES, ENDLESS PHONECALLS!

AFTER THAT SORT OF DAY SOME PEOPLE:

RELAX IN A BATH
HIT A BALL
GET OUT FOR A RIDE
PLAY CATCH WITH THE KIDS
TALK IT OUT WITH A FRIEND

WHILE OTHER PEOPLE.....

(long pause)

USE ALCOHOL AND OTHER DRUGS.

THE CHOICE IS YOURS. YOU DO HAVE A CHOICE.

THIS MESSAGE BROUGHT TO YOU BY THE WISCONSIN ASSOCIATION ON ALCOHOLISM AND OTHER DRUG ABUSE

# # #

P.S.A. 10 Sec.

NEED A DRINK?

MAYBE WHAT YOU REALLY NEED

IS A RIDE...OR A RUN...OR A TALK WITH A FRIEND.

THERE ARE LOTS OF WAYS TO GET AWAY.

THE CHOICE IS YOURS. YOU DO HAVE A CHOICE.

IN PLACING PUBLIC SERVICE TV SPOTS

...THERE'S NOTHING LIKE THE PERSONAL TOUCH!

by Jack Paris

Manager, KTVO, Ottumwa, Iowa

(Adapted from an audio tape prepared for the 1975 UCPA Campaign Clinic and Workshop, April 19, New Orleans, Louisiana.)

Getting public service announcements on television is becoming increasingly competitive these days. TV stations are swamped with requests from charitable organizations to air their fund raising and public education messages. Generally, they are glad to do so because television stations serve their communities. Broadcasting public service spots for charitable organizations is also one way stations can meet Federal Communications regulations requiring that they devote a certain amount of air time to public service.

However, stations have only a limited amount of time they can devote to public service announcements, so if you are to be successful in getting TV stations to devote some of the best of this to UCP there are some tricks of the trade you should know. As a station manager, I have found that these work.

Never mail public service announcements to a television station and ask by letter that they be aired at a certain time. Generally, the spots will be passed on to either the film director or to someone in traffic and the letter discarded. If your spots get played at all, they may not be shown on the most desirable available open times.

Available open times are where all public service spots are played -- that is, in time slots which are not sold for paid advertising. So don't expect your public service announcements to be played next to such hit shows as "Marcus Welby," "Sanford and Son," or "All in the Family." Those are hot spots on television schedules which advertisiers pay premium rates to buy. Be realistic about when to expect your spots to be aired.

Approach your television stations personally. Call first and find out from the station the name of the person in charge of public service announcements. This may be the public relations director, the program director, the operations director, the promotion manager or the traffic director. Call this person and ask for an appointment. When you get one, keep that appointment...with the television spots in hand. Be friendly, positive, and knowledgeable about cerebral palsy and UCP...and about what you are asking your station for.

If you don't get an appointment, or if your community is a small one where everybody knows everybody, you may be able to drop in at the station and ask the receptionist to let you see the person in charge of public service announcements. But caution...do not leave the spots with the receptionist.

If you cannot get an appointment with the right person, take the spots away and try again. If the receptionist says, "Leave the material with me and Mr. Blank or Miss Fillin will pick it up later and we'll put it on," don't be tempted. You probably will get the spots on the air but not at any advantageous time.

When you have delivered your spots, your next step is to get a start-date commitment. Ask for the start day and date -- not the time. You probably will get a response such as, "Well, it will take a couple of days to put this through. It will be Tuesday (Wednesday -- Thursday -- Friday)." Make a note so that the station person sees you jotting down the fact that he or she has made a commitment to you. Then, on the day before, call the person you've talked to to ask for the time the spots are going to start. If you get an answer like, "Well, I don't know, I don't actually do the scheduling, someone else does that," find out diplomatically the name of that person. This will usually be someone in traffic -- perhaps the traffic director. Thank the person who first promised you a commitment, hang up, call right back to the person in charge of scheduling and find out when your first spot is entered on the log. It is important to establish communication with this person and to let him know then and there how much you appreciate what the station is doing. I would follow this up with a cordial thank-you letter to the traffic person, and another (or at least a carbon of your original letter) to the station manager to let him know you appreciate the cooperation of his staff.

Be sure then to watch for your spot on the air and alert other people to watch for it...and let the traffic person know you have seen it. Send him or her some small token of acknowledgment. One agency I know sends a single red rose with a thank you note attached to women traffic directors. Its spots always get good air time. A traffic director I know has the wall near his desk plastered with personal small certificates from another agency noting his cooperation year after year. Although you may send a citation, plaque or a letter to the station manager to express your appreciation, remembering the gal or guy down the line on the station's staff who actually saw that your spots got on the air will pay important dividends.

For one thing it will set you up very nicely for your next campaign and save you time. You won't have to go through the red tape again; you'll know exactly who puts spots on the log. That's the person you should work with from then on.

Remember that somewhere in every television station one person controls every public service announcement that goes on the air. If you build communication with that one person your problems on future PSA's are over -- unless, of course, that person changes. Then you can start over again with the assurance that comes from knowing the ropes.

Newsletters

About Newsletters

Do not consider starting a newsletter as a panacea for all developmental disability groups. The main drawback to starting a newsletter is that once you start one, you feel compelled to continue it...whether or not there is a good editor, whether or not you have anything to say, whether or not people read it, or whether or not your group is getting enough benefits from it to justify its cost.

Before starting a newsletter, ask yourself these questions:

1. Do we have a person who is qualified, responsible, and interested enough to do it, month in and month out?
2. Do we really have enough to say to make it worthwhile?
3. What will it cost for type, printing, mailing, etc. Is it worth this cost?
4. What is the objective of the newsletter?
5. Who should it go to?

Sometimes the best answer is to print and distribute something occasionally, when the need arises. This avoids the unfortunate situation in which the upcoming publication of a newsletter dictates **what** happens when in the group.

An example of this is a bulletin called "Winners and Sinners," published "occasionally from the southeast corner of the New York Times building" to point out good and not-so-good writing and reporting on that paper. Their flexible schedule allows them to publish when there is something to say, and not publish when there's nothing to say, thus saving a lot of time and money.

If You Must Do A Newsletter...

...Newsletters...
Can have two objectives: (1) Increase the cohesiveness of your group by sharing information and promoting cooperation and inspiring a dedication to the group (social). (2) Improve visibility and image of the group by promoting its goals to outsiders (community leaders, big employers, government agencies) whose support the group needs for money or laws or jobs or other projects. Your group must decide what is its newsletter's main objective. While the two goals are not completely mutually exclusive, a more social newsletter should be more chatty, informal, cute, friendly, while one more dedicated to improve the group's image should be more formal, impersonal, professional, and sure to show its best efforts in a positive way.

Every issue of your newsletter should contain:

1. Name and address of your organization.
2. Date and issue number.
3. Editor's name and address and phone number.
4. Some graphics to break up the grey space like pictures or drawings.
5. A logo or stylized name plate on the title page.

Format

If you decide to use colored paper, use black ink for contrast. (Colored paper will more easily identify your newsletter on a desk, but pictures don't show up too well on colored paper.) Use a light color.

Design a special block or stylized type to set off the name of the newsletter. This should be attractive, easy to read, clear.

A typewritten newsletter is cheaper, faster, more informal and easier to produce than one with formal type. Either works.

Each separate story should have a catchy, accurate, interesting, short headline. And each story should be separated from the next by white space. It's better to leave more space between stories and not extra space between paragraphs of a story. Lines separating the various stories looks 1950'ish and messy. But if you have a short item you wish to give extra attention, put a box around it.

You can have your newsletter printed by low-cost photo offset lithography at a quick printer, mineographed, xeroxed, or dittoed. The first is best and usually cheapest in the long run. It also gives you the most chance for quality at a reasonable cost.

Content

1. Should be, above all, ACCURATE! Also attractive, easy-to-read, persuasive, enthusiastic.

2. Should be interestingly written, so that anybody can find something of interest in it.

3. Should be written in the active tense, not passive:

   Ms. Colder called the plan "magnificent".
   Not: The plan was called "magnificent" by Ms. Colder.

4. Should contain information about events at least two weeks before they happen, so that readers have a chance to plan for them.

5. Can contain articles about:

   1. Coming events of interest to the group.
   2. Pending or recently passed relevant legislation: local, state or national.
   3. Brochures or pamphlets available on relevant topics.
   4. Hearings or forums of interest on legislation.
   5. Human interest stories about how members solved a problem which could be common to other members.
   6. New services available to affected members.
   7. New officers elected - new jobs assigned.
   8. Relate events locally to national events in the news.
   9. Developments on a national scene that relate to your group.
   10. Stories that are cute, dramatic, funny, or thought-provoking about the disability.

   ...may be from members, newspapers or magazines, etc.

Newsletter Mailing

Who reads the newsletter is at least as important as what it says! In view of your newsletters' objectives, consider sending it to the following people:

1. Members/staff
2. Potential members
3. Media people: newspapers, radio, TV
4. City council members
5. County board members
6. State voluntary organization heads
7. National voluntary organization
8. Regional Developmental Disabilities Information Center at Madison
9. Large employers in the region
10. Health facilities
11. Other local groups with a like mission
12. Other people whose interest in the group is likely to extend over a long period of time

Non-profit organizations are eligible for special mailing rates. Also, if your mailing list is over 200, you may qualify for the bulk rate. Check at your local post office for requirements.

The easiest way to mail a newsletter is to leave a place on the outside for the address. The newsletter can then be folded together and stapled or taped, with the return address visible on the same side as the mailing address.

You can save time addressing by making a master list on sheets of paper, arranged to match blank labels you can buy on gummed paper. Then each time you need to make a mailing, just photocopy a set onto the gummed paper.

Newsletter Evaluation

Purpose

Do you think this newsletter has a clear purpose? What is it?

____informative____educational____promotional____entertaining

Audience

Who is the implied audience?

Does the material seem appropriate for the audience?

Content

Do you think the newsletter has something valuable to say?

Is the newsletter the best place to say it?

Is the content interesting to someone unfamiliar with its purpose?

Writing

Is the writing clear, concise?

Is it free of gobbledeygook or jargon?

Is it written in good news style?

Design

Is it neat and "clean?"

Is there a variety of white space, type, headlines, and perhaps artwork and/or photographs?

Timing

Does it contain stories of current interest?

Does it allow time for readers to plan on upcoming events?

Involvement

Are there mechanisms built in to elicit response by readers?

Does the newsletter motivate people to do things, go places, etc?

Before you write your brochure....

1. What is the objective of the brochure?

   --what do you want people to do after they've read it? -- informational --inspirational -- detailed information vs. simplified

2. Who is the brochure aimed at?

   The more specific the audience, the better: general public -- people already interested in the subject -- professionals -- parents of those affected -- potential members

3. How will the brochure be distributed?

   handed out -- mailed -- displays -- pamphlet racks

4. What is the main theme of the brochure? (This should become the title)

   "So your child has epilepsy..."
   "What to do 'til help arrives...."
   "Mental illness isn't the end of the world..."

5. What content blocks do you want to get across?

   activities -- prevention information -- officers -- etc. (each section needs a title)

6. What reply mechanism should be built in?

   phone number -- address -- coupon -- post card on one flap

7. What are you putting in it that dates the piece and may shorten its time of usefulness?

   Phone numbers may change, president's names may change, etc. If you want the piece to last longer, leave a blank place to stamp on the phone number, etc. Then stamp only those being used immediately. Buying a rubber stamp costs less than printing a whole new brochure.

Helpful hints on brochure design

1. Always use something attractive on the cover - a drawing, photo, special type, etc.
2. Let the size and shape be determined by how it will be distributed.
3. Use of two colors does not double the cost - usually it adds about 30%.
4. Make sure the color you use for the type is dark enough to be read.

Ways to distribute your brochure

1. Mailed out to those requesting information.
2. Distributed through doctors' offices, public health nurses, libraries, etc.
3. Mailed to legislators, judges, administrative heads, etc.
4. Included in city's Welcome Wagon packets.
5. Included in health and social services agencies' packets and display racks.
6. Mailed out to personnel offices of major employers.
7. Stuffed in utility company bills, department store bills, etc.
8. Available in service organizations like YWCA, YMCA, etc.
9. Distributed to teachers through fall in-service training sessions, faculty meetings, stuffed in mailboxes, etc.
10. Distributed to members when the organization presents a slide-tape show or a presentation by speaker's bureau.

Other Ways

HOW TO DO A SLIDE-TAPE PROGRAM

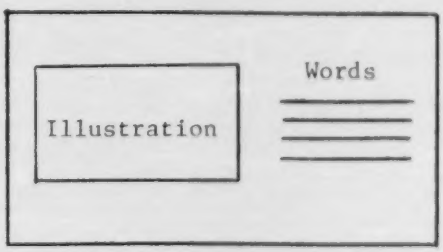
Define your objective: The first step when planning your slide program is to have your objective clearly defined: What do you want the program to do? Inform, inspire, activate, change attitudes of members of the audience?

Analyze your audience: The more you know about your audience, the firmer your basis for planning the content of your presentation. What is their age, general educational level, what do they know about your subject, why should they care about your subject? The whole content should be aimed at the answer to the last question.

Production responsibilities: What equipment will be used? What will the budget be? How much time will you need for production? Who will produce the program? Who will present the program?

The Planning Board

First of all, make a list of the general topics you'll want to cover. The planning board is a simple tool for organizing your presentation. Write one idea or point on each plain 3x5 card. Arrange the cards into a logical sequence adding or rearranging where necessary. The cards should be arranged to represent a continuity of ideas in your completed slide program. Each card consists of an illustration, which can be a photograph or writing or a drawing in the finished product, and the words which will be heard with it. Put the words on the right and illustration on the left.
A card should look somewhat like this:



Visuals

Visuals that will appear on the screen can be a photograph, a drawing, or words. If you want to show a drawing, simply take a picture of it with proper lighting. (Putting the drawing flat on a table and shooting the picture straight down on it works best to avoid shadows, wrinkles, etc.). Do the same thing for words. The words can be typewritten, scrawled in crayon to simulate a child's approach, set in press type available from a local art store, or done in any other readable way. Using words as visuals is a good way to organize the production, and to emphasize certain points. To make it easy to show the slide presentation, all slides should be horizontal rather than vertical.

Editing

When your slides are returned, lay them out on an illuminator and pick out the good ones: those that are photographically good and also illustrate your point. Number them after you have put them into the desired order.

Timing

The presentation's length and pace obviously depend on what and how much you have to say. A show designed to inform will take longer and proceed more slowly. One designed to inspire or activate will move very quickly to match its goal: quick action. Leave each slide on the screen long enough so that the audience can catch its point. If you leave it on too long, the audience will get bored looking at it and will pay more attention to your words - which is not necessarily a bad thing. If you have a lot of slides in which the quality is not too great, move them by very quickly to give a fleeting impression, rather than dwell on a bad product.

Synchronizing a Slide-Tape Program

Time your script so that each slide stays on the screen long enough to be useful, and short enough to be interesting. Vary the length of the commentary on each slide, and with it the pace of the program. Some short times between slides, and some longer ones will keep it interesting. Your script should be marked with the slide changes. A dot over the exact word where you want the slide to appear is enough. Place your slides in a tray and rehearse your timing by reading the script aloud and changing the slides manually.

Hardware

Mechanically, there are three ways to present a slide-tape program. The simplest is to project a slide on the screen, while the person presenting the program reads a card containing the written commentary that accompanies each slide. This method enables the reader to stop to answer audience questions, and is very cheap to produce.

A slightly more complex process involves pre-recording the commentary on a tape cassette. The pause between descriptions is a cue to change slides. This method gives a more cut-and-dried, formal presentation. But it also makes it more difficult to stop and answer questions, and involves another piece of equipment, the cassette player, which can malfunction.

The most expensive method requires a projector which is synchronized with a tape player that gives an audio cue to change slides automatically. The hardware for this method may be prohibitively expensive for most groups.

Presentation Techniques

Be thoroughly familiar with both the slides and your narration. Tell your audience the topic of your presentation. Also inform your audience of the problem to be solved and the approach you will take. Keep your narration simple and to the point. Good narration ties the pictures together, puts the emphasis where you want it, and rounds out your story,

while premitting the visuals to carry most of the communicative burden. If you are not using a slide synchronizer, control your own slide advance with a remote control unit. By following several simple rules, you may heighten the impact of your presentation.

1. Avoid reading your narration. Instead, speak to the audience in a conversational tone.

2. Be careful that the proper slide is being projected with its narration, so that your narration complements the slide, rather than detracts from it.

3. Don't talk to the screen. Face your audience and direct your message to them.

4. Ask for questions after the presentation.

5. Thank the audience for its interest.

REMEMBER

The easiest way to sabotage your presentation is to rely on somebody else to provide the equipment. At the presentation you'll need a table for the projector and an extension cord. You'll also need a reliable projector (which you will have tested before going to the program) and a spare projector bulb. (The bulbs have an average lifetime of about 25 hours, so its best to carry a spare.) Either be sure the organization has a screen (most do) or bring your own.

For further information on selecting and utilizing audiovisuals send $2.25 plus 50¢ postage for Projecting.

c/o Wisconsin Clearinghouse
420 N. Lake St.
Madison, WI 53706

BILLBOARDS, BUS CARDS, POSTERS

These three forms of outdoor advertising are good vehicles to reach the outside world with short, simple messages.

BILLBOARDS: Usually these are called 24 or 30 sheet boards, meaning there are that number of sheets per sign. Each sheet is printed separately. The cost of printing each board is determined by how many of the sheets need printing on them, and in how many colors per sheet. (The white sheets are almost free.)

The actual printing cost depends on the number of boards that are printed; the more printed, the less per board. A ballpark figure in 1977 is around $10 per board to print about 50 boards with 2 colors.

Usually you can get the billboard company to either donate the space when a board is unrented for a month, give you a reduced non-profit organization rate, or help you get a bank or other company to pay for its rental in exchange for a credit. (The usual rental cost per month ranges from $20 monthly in a rural area to around $500 per month in a large metropolitan area.)

When you decide what content to put on the board, keep it short and sweet. The usual figure aimed at is seven words in the main message, but this can be slightly expanded if the phrase is familiar or easy to understand. Simple pictures can add to the board's power to attract attention and convey a message.

BUS CARDS: These cards, which go in the racks above passengers' heads on local buses, usually are 11" x 22" long, but check with your local bus company to be sure of the exact length desired. Many bus companies will display them free or at low cost for non-profit organizations. Again, keep your message short, and if possible ask them to call a local number for more information. A local printer can give you a cost estimate based on the number of colors, size, weight of paper used, and whether or not you provide camera-ready artwork.

POSTERS: Posters displayed in laundromats, grocery stores, community meeting places, church bulletin boards, etc., are a good way to publicize a meeting, fund-raising event, etc. The usual size used is 11 x 17. You'll need volunteers and lots of masking tape and thumb tacks to distribute them.

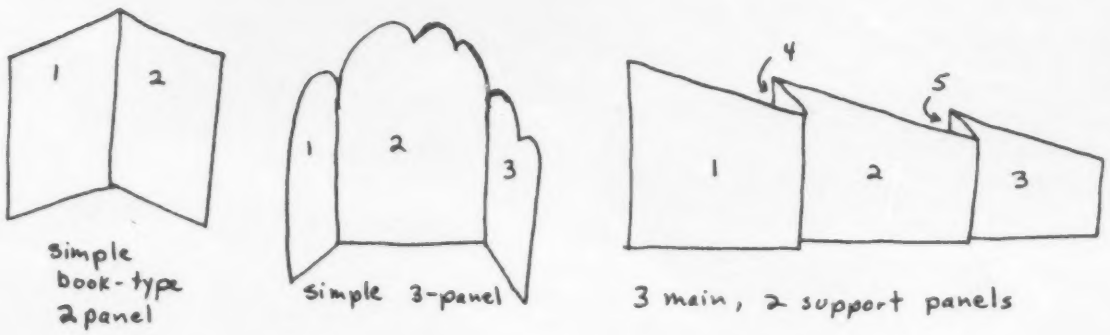
EXHIBITS

An exhibit is a great way to call attention to your group and its interests, recruit members, define objectives of the group, and enhance the group's image.

Exhibits can be displayed at county fairs, local workshops, libraries, conferences, public speaking engagements by members of your speaker's bureau, and many other places.

Build it to fit whatever size table is available, using stiff posterboard or matte board. If you use different sections and join each section to the next with heavy duct tape on the back, it can be free-standing.

Here are some examples of different display sizes and designs which you can use to contain your message:



Put one large, good-quality picture on it to attract attention or a silhouette cutout of something attention-getting. Most people make the mistake of cramming too many pictures and/or words on one exhibit, resulting in a confused and unattractive display. Use bright colors, simple ideas, clear short phrases. The words can be hand-lettered in magic marker, cut out of construction paper, or for a professional look, made from large size prestype from your local art store. (Put each element such as a title or a picture on a separate piece of cardboard, and glue that piece of cardboard to the main display piece. That way, if you goof you've ruined one small piece of cardboard, not the whole display.)

Again, every good exhibit has a mechanism to distribute free information, gain a list of potential new members, distribute a brochure on the group, conduct a survey, or in general involve the viewer in some way.

HOW TO ORGANIZE A SPEAKER'S BUREAU

Basically your speaker's bureau will need the following six components:

1. Planning
2. Message to deliver
3. Volunteers to deliver message
4. Target audience identified
5. Method to promote speaker's bureau
6. Evaluation

Planning

GOALS: Before you set up a speaker's bureau, list what you'd expect it to accomplish: its goals. Is the idea to inform the community, recruit members, change attitudes, raise funds, etc?

AUDIENCE: Once you've decided what your overall objective is, identify what groups of people need to be reached to accomplish your objective: parents, public nurses, librarians, the general public, employers, bus drivers, etc.?

TOPICS: Develop a list of topics that would appeal to the people you expect to contact, and also reach your objectives.

MESSAGE THEMES: These obviously depend on your topics and overall objective. They may be stated briefly:

1. People with epilepsy can do most anything.
2. Institutionalization is not the answer for people who are mentally retarded **or mentally ill.**
3. **Alcoholism is an illness.**
4. This community needs a swimming pool.

ANTICIPATED OUTCOMES: As a result of saying this to these people, what do you expect to happen? Identifying this will help you check on whether your message themes and your audience are correct, and you can realistically expect the results you seek.

Having made these plans, you are now ready for action.

First, decide on your message. Outline what should be said. Include anecdotes, examples, the more personal the better in most cases. Do not make the mistake of trying to write out every speech word for word. This makes for a nervous, mechanical speaker, a dull address and sleeping audience. Rather, expect each speaker to infuse the topic with his or her experiences, enthusiasm and credibility.

Next, recruit and train volunteer speakers. You'll probably need a few training sessions at which speakers learn a bit about public speaking, get a fact sheet about the organization and one about the disorder, and generally get excited about spreading the word.

Third, you'll need to identify your target audience. If your objective is to change things among members of the general population, you'll probably hit the service clubs. If it's a more specific target audience, it could be school classes, PTA's, nurses' organizations, or whatever is appropriate. At this point it's helpful to meet with a civic gadabout to identify what local groups members of your target audience belong to.

Fourth, you'll need to promote the speaker's bureau. In smaller areas, simply meeting with a group's program chairperson will help get the word out. In larger areas, you may wish to print up a fact sheet or brochure to inform people that your bureau exists and is ready for action. Mail the brochure to as wide a list as possible, preferably listing the topics that are available, length of speeches, whether AV equipment is involved, etc. A note to the newspapers about this free service would also be appropriate.

And last, evaluate whether the speaker's bureau is getting the results you seek, and whether it is worth the trouble. Count how often it is used, list which groups it has addressed, count the number of people it has reached in the groups, check whether any action has been taken by the group or community in the direction advocated by the message in the speeches.

If you want to change attitudes, you can evaluate whether the presentation has done the job by setting up a "quick and dirty" written survey before a speech asking what people think about your subject. After the speech, ask them the same questions, and your "grade" will be whether attitudes have changed. Of course, some information will take a longer time to sink in, and you may have opened a few eyes and begun a sensitization process which may continue beyond the presentation.

Tips for Public Speakers

Nervousness Is Natural!

Nearly everyone who has to speak before a group feels jittery or nervous before he begins. Some people get over it once they actually start talking, others only after they've made a few speeches. And many people say nervousness is just part of being a speaker.

Tension can be an asset. What if you were so calm you put your audience to sleep? Or so cool they did not warm up to you? The trick is to learn how to control your nervous energy and make it work to your advantage.

Zero In on Your Audience

Each group you will address has its own needs and interests in relation to your topic. And part of your job as a speaker is to zero in on those concerns. You must adapt your speech to each audience. If the service club you are addressing is made up largely of businessmen, for example, they are likely to be interested in the employment aspects of epilepsy, so that should be what you emphasize in your speech. Teachers, on the other hand, will need to know about petit mal seizures and first aid procedures for grand mal seizures. You may feel that you need to cover the same information with every group. This is OK too, as long as you include the special concerns about epilepsy relevant to that group.

Find a Critic

Your speaking partner can be a good one. After each presentation, it's a good idea to get an honest evaluation from each other on how the presentation went over. Discuss each person's weak and strong points. Decide how the presentation could be improved. Talk about feelings (nervousness, anger, pride). Be sure to include positive as well as negative comments.

Common Complaints of Audiences

1. The speaker was confusing.
   Organization of your material is the key. You don't need to tell your audience everything you know about the subject. They simply cannot digest that much material in one presentation. Instead, decide what information on epilepsy is most relevant to the group as a whole and cover only that material.

2. I couldn't hear him/her
   This is a very common complaint. One way to deal with it is to ask your partner or someone from the audience who is sitting near the back to give you some signal if you aren't talking loud enough.

3. He/she talked too fast.
   You can't talk to a large group at the same rate you would talk to one or two persons. In order for an audience to grasp what you are saying, you must slow down. Again, a person in the audience who will signal if you start talking too quickly is a good idea.

4. I couldn't understand what the speaker was saying.
   Talking too fast may be the problem. Or maybe the speaker was staring at her shoes the whole time and her words were getting lost near her feet. When making a presentation, be sure to talk to your audience, not at them. Look at them directly as you're talking. Or if that's too scary, pick out 2 or 3 friendly faces in the group and talk directly to them.

Watch Your Time

Have someone in the audience (or your partner) give you a "5 minutes left" signal if you're nearing the end of your allotted time. Then, wrap up your speech. And if you plan to have the audience ask questions, be sure to allow time for that.

Generally, unless you've been asked to speak for a certain amount of time, 20 minutes should be the limit for speeches at luncheons (people are taking time out from a busy day to hear you, so your presentation should be compact and to the point). For an evening meeting, 30 minutes should be the maximum time. The point of all of this--Don't wear out your welcome.

Introduce Yourself

If the person who introduces you does not make it clear why you are intrested in the topic, it's up to you to tell your audience. You need to explain yourself to build credibility. You must give your audience a reason to believe and accept what you're going to tell them.

Distributing Materials

Distribute handouts and pamphlets after you've said what you wanted to say, not before. If you give them out before you speak, you're inviting the audience to read instead of listening to you. They will also be rattling the paper.

Holding a Discussion

If you want to lead a discussion after your talk, be sure to mention it ahead of time to your audience. It will make them more attentive if they know their participation is expected at the end.

Guide for Answering Questions

1. Don't answer a question unless you are sure of your facts. It's no disgrace to admit that you don't know the answer.

2. Make your answers brief. Don't bore the rest of your audience with a 10-minute response to one question that may not interest them.

3. Recognize questions in order.

4. It's a good idea to repeat questions before answering them if part of your audience did not hear them or if you want to be sure you understand what is being asked.

5. Avoid turning a question and answer session into a private conversation between yourself and 1 or 2 other persons.

6. If you run out of time and questions have been unanswered, invite the audience to address you after the meeting is adjourned.

Using Projection Equipment

1. Make sure it is set up before you begin your talk.

2. Check to see you have the right film with you.

3. If you will need help with the lights, pick out someone to help ahead of time.

4. After using the projector, leave it alone until after the presentation. Don't rewind the film then.

5. Thread the projector before you start speaking.

6. Prefocus the projector and adjust the volume.

Audience Is on Your Side

Most audiences that you will address want you to do well. They want you to feel comfortable talking to them. And they won't be critical of your presentation if you appear to be sincere about what you're saying. It's good to remember that the audience is on your side!

Sources: I Hate to Make Speeches--Help for People Who Must by John Quick.

Public Speaking Without Pain by Maurice Forley.

Publicity Tips from the President's Committee on Employment of the Handicapped.

Et Cetera

In addition to the above described methods, there are lots of other ways to reach large numbers of people with a simple message. Various groups have used lapel buttons, pens, bumper stickers, T-shirts, frisbees, and other advertising specialties to gain attention. To amortize the cost of these items, you can sell them at cost to members, friends, etc. thru a special campaign. This method allows you free advertising since the recipient is paying the cost of the item, and your group is breaking even.

Your group's logo, letterhead and return address on the envelope should be considered methods of conveying your message to the world. Make it clean and neat, modern, and attractive. If you have a postage meter, you can get your logo printed on each envelope you run through it at a very nominal cost.

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Places to write for literature and information on alcohol and other drugs:

1. Wisconsin Clearinghouse for Alcohol and Other Drug Information
   420 N. Lake St.
   Madison, WI 53706
   Emphasis on prevention; written materials for general public use and education; distributor of NIDA and NIAAA materials; low cost.

2. AA World Services, Inc.
   P.O. Box 459
   Grand Central Station
   New York, NY 10017
   Literature outlet for Alcoholics Anonymous and Al-Anon; reflects AA philosophy; literature aimed at people who have alcohol problems or are involved with alcoholics; low-moderate cost.

3. Alcohol and Drug Addiction Research Foundation (ARF)
   33 Russell St.
   Toronto, Ontario, Canada M5S 2S1
   Factual, well researched information; some technical info intended for drug abuse professionals; sound reputation for high quality work; pamphlets and books, journal (Addictions) and newspaper (The Journal); moderate cost.

4. Compcare Publications
   2415 Annapolis Lane Suite 140
   Minneapolis, MN 55441
   800-328-3330
   Distribute a wide variety of publications on alcohol and "growth-centered" topics. A series of 50 cent pamphlets is particularly noteworthy. Cost moderate.

5. Do-It-Now Foundation
   P.O. Box 5115
   Phoenix, AZ 85010
   Casual, for drug using audience; intervention, treatment, drug education; "street" information; quality generally high; low cost.

6. Hazelden
   P.O. Box 176
   Center City, MN 55012
   A chemical dependency treatment center; alcohol information with AA approach; distributes material written elsewhere: NCA, STASH, AA, Al-Anon; general audience and professionals; moderate price.

7. National Clearinghouse for Drug Abuse Information
   5600 Fishers Lane
   Rockville, Maryland 20857
   Free, federally sponsored information; wide variation in intended audience; federal bureaucratic tangles sometimes make access difficult.

8. National Council on Alcoholism (NCA)
   2 Park Ave.
   New York, NY 10016
   Alcohol information; Alcoholic Anonymous and other materials; varied audiences general, hospital, labor and management, psychiatry, youth education; books, pamphlets, and periodicals; low-moderate cost.

9. National Institute on Alcoholism and Alcohol Abuse
   P.O. Box 2345
   Rockville, MD 20852
   Free, federally sponsored materials about alcohol and alcoholism; wide audience range; generally high quality.

10. STASH, Inc.
    118 South Bedford St.
    Madison, WI 53703
    Nonprofit organization, well researched and relatively unbiased information; technical/professional audience; moderate-high cost.

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SECTION SIX:

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